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ABSTRACT

The intention of this guide is to serve as a forum for college faculty members to share ideas and articles about using C-SPAN programming in college classrooms and in academic research. The first article, "C-SPAN as a 'Lecture Launcher'" (Stephen Frantzich) illustrates how well-chosen segments of C-SPAN programming can be used to stimulate discussion in a political science course. The next article, "Capitol Hill Comes to a Classroom in Maine Through C-SPAN" (Janet M. Martin), concludes that students become more attentive analysts and observers through the use of C-SPAN. The third article, "C-SPAN in the College Classroom: A Student's Perspective" (Elizabeth Aranza) provides a student view of the use of C-SPAN. The fourth article, "C-SPAN in a Journalism Class" (Christopher McClure) cites an assignment in which C-SPAN televised speeches are used to teach analytic skills. The fifth article, "Expanding Awareness Through C-SPAN" (Janette Kenner Muir), gives several examples of using edited C-SPAN programs in political communicat on and rhetoric courses. The next article, "C-SPAN Video: Moving Beyond the Text" (John Sullivan), shows that examples can be used in a variety of fields to provoke students to go beyond the text. The seventh article, "Videotape Library Management" (Robert J. Snyder), provides suggestions on how to organize a videotape library. The final article, "Using C-SPAN to Teach Critical Thinking in the College Classroom" (John Splaine), presents a case study describing the use of a three-minute segment of C-SPAN to raise questions about messages, strategies, and substance. The guide concludes with further information regarding the use of C-SPAN. (CK)

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C-SPAN IN THE CLASSROOM

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C-SPAN

C-SPAN Applied in the College Classroom

C-SPAN is a primary resource that many professors find useful for teaching and research, and this guide is intended to help college educators make the most of it. In this first section, you'll find articles written by your colleagues across the country representing a variety of academic disciplines. What these professors share is that they have all found innovative ways to enhance their teaching with C-SPAN programming.

As you explore these pages, you'll find ideas about using the network's programming in the following fields, as well as an exercise designed to enhance critical thinking skills:

Political Science: Stephen Frantzich of the U.S. Naval Academy illustrates how well-chosen segments of C-SPAN programming can be used to stimulate discussion in a political science course (p. 2). The videotape segments, he asserts, enable students to analyze "visual evidence," a concept that has implications for those of us who teach and conduct research.

Janet Martin of Bowdoin College explains how her experience in Washington, D.C., as an American Political Science Association Congressional Fellow, led her to use C-SPAN to bring Congress to her classroom in Maine (p. 2). After using C-SPAN in her classroom, Professor Martin concludes that "students have become more attentive analysts and observers of Congress, the president and the policy process."

Journalism: Christopher McClure, a professor of journalism at St. Michael's College, cites one assignment in which he uses speeches televised by C-SPAN to teach analytic skills (p. 5). After viewing the speeches, Professor McClure encourages students to use their own deconstructing abilities to analyze a speech rather than relying on the rhetor's own efforts at persuasive construction.

Rhetoric and Communication: Janette Kenner Muir of George Mason University gives several examples of how she has used edited C-SPAN programs in political communication and rhetoric courses (p. 6). Professor Muir provides specific examples of C-SPAN videotape that can be used to stimulate student thinking and further research.

John Sullivan of the University of Virginia offers classroom examples to support his averment that while the illustrations he uses in the article are "discipline specific, the methods they reveal are not" (p. 7). And indeed, Professor Sullivan proceeds to do just that: His examples can be used in a variety of fields to provoke students to go well beyond the text.

Critical Thinking: This author, a professor of education communications at the University of Maryland, presents a case study of the use of one three-minute segment of C-SPAN videotape to raise a number of questions about how messages are communicated, what strategies are used and what substance is actually communicated (p. 10). The article ends with some thought-provoking questions that should help students go well beyond what they *think* they see and hear.

As you develop your own ideas for using C-SPAN in the classroom and in research, you'll soon find yourself amassing a collection of tapes. For those of you who are new to creating a videotape library, Robert Snyder of the University of Northern Iowa provides concrete suggestions on how to organize it (p. 8). In addition, Elizabeth Aranza, a communications student at George Mason University, gives her perspective on the classroom use of C-SPAN (p. 4).

In February, C-SPAN in the Classroom members will receive the next issue of this semi-annual guide, featuring new articles. Feel free to submit your own ideas for possible publication; the network is eager to hear from you.

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POLITICAL SCIENCE

C-SPAN as a "Lecture Launcher"

Stephen Frantzich,
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The use of C-SPAN in my classroom has become such an integral part of my teaching that it is hard to conceive of a week where some C-SPAN material is not used. However, a major principle of my use is that it must be "demand driven": It is important not to simply use the material because it is there, but rather to determine how C-SPAN footage can enhance and improve teaching the concepts which are already an integral part of the particular course.

Most often, I use short (under three-minute) C-SPAN clips as "lecture launchers." I seek out clips which will get the students thinking about a relatively limited range of concepts and then initiate a lecture or discussion which attempts to show the broader implications of the particular clips. For example, in teaching both American government and courses on Congress and the presidency, I discuss the impact political structure has on political behavior and ask students to analyze the causes of the relationship between Congress and the president. In order to stimulate discussion, I show a short clip from the beginning of a presidential State of the Union message to a joint session of Congress and a clip of the British prime minister facing the House of Commons during Question Time. I then ask students to compare the differences they observe. After establishing the fact that U.S. presidents are treated with a great deal more deference than British prime ministers, who are confronted with a cacophony of derisive exclamations, I ask the students what might account for the differing treatment of these two chief executives. A number of responses generally follow:

- Some students talk about tradition. This explanation has some appeal, but students generally realize that it is not the whole explanation when I ask them whether the British are just generally more rude than Americans.
- Some students pursue the argument that the different treatment may have something to do with the public evaluation of job performance. If this becomes the dominant explanation, I show another clip of a president giving a State of the Union message when his job performance was very low to point out that congressional deference has little to do with public evaluation.
- Eventually, the students turn to structural factors. It is usually possible to draw out of students the fact that it makes some difference that in the U.S. system based on division of power, the Congress and the president know they eventually have to work together, and that public rudeness does not contribute to this goal. Students also begin to realize that the more important role of parties in the election of British parliamentarians allows (or perhaps even requires) them to be much more partisan on the floor.

Rather than having me try to discuss the relationship between the legislative and executive branches in the abstract, the C-SPAN video sensitizes students to the type of visual evidence they have become accustomed to using. In the long run, I hope it motivates them to take more seriously the written literature on the subject.

Capitol Hill Comes to a Classroom in Maine Through C-SPAN

Janet M. Martin,
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After spending a year on Capitol Hill as an American Political Science Association Congressional Fellow in 1989-90, I became acutely aware of the value of C-SPAN, both for those working on the Hill and for my students back in Maine. Members of Congress and their staffs use C-SPAN to listen to floor debate, note votes of members, observe floor proceedings in the other chamber and watch hearings that are rebroadcast in the evening or on weekends that conflict with other activities on any given day. C-SPAN provides students located hundreds of miles away from Washington, D.C., the opportu-

nity to observe the policy process first hand, thus enhancing their understanding of the complexity of that process.

In my "Congress and the Policy Process" course, following sections on congressional procedures, party leadership and cue-taking, I use a segment of U.S. House floor debate from October 24, 1989, dealing with the issue of whether or not to exempt $1.1 billion in emergency funds for earthquake and hurricane disaster relief from deficit ceilings mandated by Gramm-Rudman and subsequent budget acts.

In this brief segment, an exchange between Rep. Jamie Whitten (D-Miss.), chair of the Appropriations Committee, and Leon Panetta (D-Calif.), chair of the Budget Committee, illustrates the various institutional roles members of Congress must assume. For example, Rep. Panetta is torn between holding the line on deficit spending as Budget Committee chair while still representing the interests of his California constituents who are victims of the earthquake. Rep. Whitten is seen protecting the turf of the Appropriations Committee by insisting that the exception be granted so that appropriations for the disaster relief would not be counted against the total amount of spending with which the committee had to work. The floor debate shows members and subcommittee chairs of the Appropriations Committee protecting the turf of their committee and the conflicting pressures on members to serve constituent needs, their committees or the party leadership. The segment is also most useful in illustrating the problems of deficit reduction, including the classic dilemma of members wanting to serve the interests of their own constituents (as delegates) and wanting to serve the interests of the nation (as trustees).

Another segment that I have found useful is taken from U.S. Senate floor debate on September 28, 1989. The debate is on a resolution supporting an amendment offered by Sen. Jesse Helms (R-N.C.) that would prohibit the funding of obscene or indecent art by the National Endowment of the Arts. The Helms Amendment had been added as a rider to the Appropriations bill for the Department of the Interior, which was then in conference with the House. The Senate had approved the Helms Amendment at the time the Interior Appropriations bill had been passed, assuming the Helms language would be dropped in conference. The Senate was debating the Defense Appropriations bill, which had to be passed by the beginning of the fiscal year on October 1, and Sen. Helms was trying to put the Senate on record as instructing the Senate members of the Interior Conference Committee to insist that the Helms language be kept intact.

I have used this segment primarily in examining leadership in Congress, although it is also useful in illustrating the problems in passing appropriations bills by the start of the fiscal year on October 1 and in comparing differences in House and Senate floor procedures (e.g., the Senate allows non-germane amendments to be offered on the floor). I particularly focus on the use of unanimous consent agreements in the Senate to set the parameters of debate and the role of Majority Leader George Mitchell (D-Maine) in accommodating the interests of all 100 members while trying to get the work of the Senate done (in this case, meeting the October 1 deadline for the start of the fiscal year).

The debate also is useful in illustrating the role committee and subcommittee chairs play in managing legislation on the floor and revealing the deference shown to senior members (e.g., in attempts to accommodate Sen. Strom Thurmond [R-S.C.] in scheduling a vote). The emotional nature of the debate and discussion of the First Amendment and free speech make this segment a particularly fascinating one for students.

In courses such as "The Presidency" and "Presidential-Congressional Relations," I have made use of a hearing held by the House Subcommittee on Europe and the Middle East of the Committee on Foreign Affairs on the subject of U.S.-Iraq Relations. The hearing, chaired by Rep. Lee Hamilton (D-Ind.), was held on April 26, 1990, several months before Iraq's invasion of Kuwait.

The hearing illustrates the difficulties in the United States' establishing foreign policy towards Iraq and in setting a consistent foreign policy in terms of China, Libya and other countries throughout the world. The hearing provides an opportunity for students to see the role of Congress in shaping foreign policy, in checking the president's actions

in the area of foreign policy and in informing the public of U.S. policy. In the hearing, members of Congress question the consistency of U.S. foreign policy, challenge the data of the State Department and try to get the Departments of State and Commerce to share information with Congress. Discussion in the hearing reveals that members of Congress have directly involved themselves in the policy process by taking on diplomatic roles in meeting with foreign leaders. There is also a sense of members wishing to support the administration's policy and mutually accommodate each other's needs. Given that many of the issues raised in the hearing are similar to problems facing the current administration—such as policy towards Iraq, Iran and Israel; the plight of Iraq's Kurds; U.S. human rights policy; and the need for markets for U.S. agricultural and technological products—this segment is useful in illustrating both the complicated nature of foreign policy and the ongoing nature and evolution of policy.

The concept of congressional oversight is one with which students often struggle, especially in understanding how it may be that agency heads seek out a review and investigation of their activities by a congressional committee in order to gain support for their activities. In my seminar "Presidential-Congressional Relations," I have used a hearing on the Federal Emergency Management Agency (FEMA) to illustrate the positive working relationship between the executive and legislative branches that can exist even in times of divided party government. In May 1991, the Water Resources, Transportation and Infrastructure Subcommittee of the Senate Environment and Public Works Committee held a hearing to review how FEMA responded to several natural disasters and discuss a report prepared by the General Accounting Office (GAO) on FEMA operations. In the course of the hearings, Sen. Daniel Patrick Moynihan (D-N.Y.) asked FEMA's administrator, "How can we help you?" The discussion turned to such topics as the staffing levels of FEMA and whether an authorization for an increase in staff was needed, or whether FEMA needed the Office of Management and Budget to request a greater level of funding in the president's budget for this agency. Excerpts from this segment illustrate how congressional committees engage in oversight through the use of hearings, by the testimony of executive branch personnel and constituents served by the agency and through such congressional staff agencies as the GAO which assist in the evaluation of executive agencies and departments. In addition, the discussion in this hearing reflects the different roles played by authorizations and appropriations committees. In this

C-SPAN in the College Classroom: A Student's Perspective

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Seeing is believing! Nowhere does this become more evident than in the classroom. In my junior year at George Mason University, I was exposed to C-SPAN in two of my classes: "Political Campaigning" and "Social Movements." In an environment where, at times, hundreds of students are taught volumes of information, the role of television had a positive effect on my ability to understand and learn new material. The use of this medium highlighted my awareness of the political process while maintaining my interest in the curriculum.

In my political campaigning course, lectures were secondary and supplemented C-SPAN's coverage of the presidential campaign. In my social movements course, the use of the VCR allowed the professor to freeze various elements of a rally or event so that students could identify the various components of a movement.

Videotapes of congressional procedures, rallies and events, along with public reaction, enhanced my understanding of the material in both of these classes. C-SPAN enabled me to assess a situation and generate my own interpretations.

case, the authorizing committee is far more receptive to the funding requirements of FEMA, while the Appropriations Committee is forced to balance the funding requests of all departments and agencies.

I find C-SPAN segments work best when used as a supplement to course lectures. I always provide a full description and context before showing a videotape of C-SPAN programming and stop the tape when I feel that an explanation of congressional procedures or the substance of debate is warranted. After students view the tape I ask them to report on their observations and make linkages with the materials covered in class or in their readings.

I have found that students will tune in to C-SPAN on their own once they have gained some familiarity in class with members of Congress and the legislative process. I have also discovered that students become more attentive analysts and observers of Congress, the president and the policy process when they have added the unfiltered coverage of C-SPAN to their nightly viewing of newscasts and reading of news accounts in such papers as *The New York Times* and *The Washington Post.*

JOURNALISM
C-SPAN in a Journalism Class

Christopher McClure,
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When you witness the decrease in the length of an average television news sound bite from over a minute to less than ten seconds, you wonder, as a professor, how to teach critical analysis of speeches of all kinds. To combat this problem, I have incorporated speeches televised by C-SPAN—all of which are shown in their entirety—into my "Principles of Television News" course, which is required for all journalism majors on the electronic track at St. Michael's College.

In this course, I asked students to write midterm papers using neoclassical critical analysis (the neo-Aristotelian process) of one of 13 speeches televised by C-SPAN, which were assigned by random draw. Speech topics included politics, patriotism, awareness of black issues, the environment, education and humor. The audiences of these speeches ranged from the U.S. Congress, national political conventions, the National Press Club, the Parent's Music Resource Center and Johns Hopkins University to blacks in government and the C-SPAN viewer.

Students analyzed speeches for components covered in Malcolm O. Sillars' "Messages, Meanings, and Culture: Approaches to Communication Criticism," including identification of the issues; the nature of the audience; the structure of the message; forms of argument; values; the ethos of the speaker; style and delivery; and overall effectiveness.

I have used this assignment three times and find it successful in teaching the concept of deconstruction to journalism students. Students particularly enjoy Texas Governor Ann Richards' "Poor George" keynote address at the 1988 Democratic National Convention in Atlanta, Ga., and have difficulty assessing a speech given in 1989 by Nation of Islam leader Lewis Farrakhan to blacks in government in Washington, D.C.

In addition, State of the Union speeches are useful because of the diversity of the live and televised audiences. Such speeches call into question, to whom is this speech targeted? Is it the U.S. Congress, the Joint Chiefs of Staff or Joe Sixpack at home? The structure of the message and the forms of argument are clearer in these speeches than in speeches given at the national political party conventions.

Author Garrison Keillor's "Lake Wobegon" speech at the National Press Club has raised the most questions about deconstruction. The students complain that this is not a "real speech." The easiest way to analyze the place where the "women are strong ... the men good looking ... and the children are all above average" is to look at the strong upper-Midwest value system that permeates Mr. Keillor's storytelling. However, the unity and order of issues and the forms of argument are easier to outline in this speech than in many others. The easiest elements to analyze in this speech are his ethos (character), style and delivery.

The purpose of this assignment in neoclassical critical analysis is to provide journalism students with the tools of message deconstruction. Hopefully, when they are sent out on assignment to cover speeches, they will submit stories with their own analysis, not the predigested bites of a political communication professional.

RHETORIC AND COMMUNICATION
Expanding Awareness Through C-SPAN

Janette Kenner Muir,
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Fairfax, Va.

Considering the ways to use the C-SPAN networks in the classroom is, at first, both daunting and intriguing. The professor who hardly has the time to develop good lecture notes may flinch at the idea of wading through endless hours of public affairs programming for that one perfect example to use in the classroom. Yet, there is no better way to teach students about the affairs of our nation than to show them the political process as directly as possible.

Given my interest in how the communication process functions within the political realm, I have been fortunate to teach courses in political communication and rhetoric. Two areas I have taught include the presidential campaign process and the rhetoric of social movements. C-SPAN's coverage of the election process and of the various groups which can impact society provides numerous examples for use in these and other classes. In this brief discussion I will describe how I use edited segments of C-SPAN in my classes, how outside-of-class assignments can be used and the major advantages students can gain from being exposed to C-SPAN programming.

Edited Segments

Given the time constraints in a usual classroom setting, I find edited C-SPAN segments to be most useful in illustrating specific points about the political process. For example, to compare different uses of parliamentary procedure in policy-making, students might view edited portions of the Canadian and British parliaments, then compare this coverage to the United States' legislative branch. Through this, students gain insight into the nature of public argument, the measure of decorum accorded the situational context and issues which are deemed important by the involved parties.

Another way to use edited portions of C-SPAN programming is to integrate several segments to explain a concept. For example, to discuss the quality of presidential debates, I show portions of the 1992 debates and then a segment from an interview with former presidential candidate Michael Dukakis in which he discusses problems with the debate format of 1988. A follow-up segment might consist of earlier examples of presidential debates.

C-SPAN's 1992 "Road to the White House" series provided an important way to capture the unfolding drama of the presidential election. From the New Hampshire primary highlights to the final moments on the campaign trail, C-SPAN cameras were there to cover the events. This edited series includes many special moments which capture the essence of the campaign process. What better way to illustrate credibility and image-making than by showing candidates Paul Tsongas swimming laps or George Bush shaking hands with townspeople or boarding a train for a "whistlestop" tour.

While edited segments take much longer to prepare, they provide short, useful examples to encourage discussion. One does not have to be an editing expert to do this, and students are appreciative of the added effort provided to enhance the learning experience.

Out-of-Class Review

Out-of-class review is also a good way to use C-SPAN to teach students about the presentation of public policy issues. Assignments can be given in which students are required to watch particular programs on the network, or a series of discussions about a policy can be placed on library reserve and assigned for students to view before coming to class. For example, the Clarence Thomas confirmation hear-

ings provide good discussions of women's arguments against Thomas on the abortion issue and his interaction with Anita Hill. Students can review several parts of the Thomas hearings to focus on how these ideas get developed and assess the quality of arguments presented.

Independent studies can also be useful to instill the habit of watching C-SPAN into students' routines. I have found independent work with students to be a great way to combine my interest in teaching students about C-SPAN with my interest in using network coverage in my own research. Several students have assisted in research about call-in programs, from listening to callers talk about events from the Persian Gulf War to the 1992 presidential debates. Through the process of coding calls and gathering data, students have learned a great deal about the way people talk about political issues and participate in the democratic process.

Advantages for Students

One of the clearest advantages to using C-SPAN in the classroom is that students are able to gain a real-world focus on public affairs. A professor can certainly provide a lively lecture on the workings of Congress, but how much richer the discussion can be if the students are able to watch congressional decision-making in action. While they may see a great deal of it as boring and uninspiring, an important point can be made about the very nature of our democratic system: Not everything about politics is dynamic and exciting. Indeed, much of what goes on in the Capitol, and on the campaign trail, is slow, methodical and negotiable.

A second advantage for students is that the use of public affairs programming can enliven class discussion about various principles. Consider, for example, an exchange about the nature of negative political advertising. After showing various examples of political ads and describing studies regarding the nature of campaign advertising, I have used a brief segment by political analyst Kathleen Jamieson, who, in a matter of approximately two minutes, completely diminishes the impact of presidential candidate George Bush's 1988 "prison furlough" advertisement. It is a provocative criticism of the relationship between media entertainment and the public's suspension of disbelief about political advertisements, and it invariably sparks great discussion among political communication students.

A third advantage for students is that C-SPAN's focus is balanced in both the depth and breadth of coverage of issues. Students are able to watch, and judge for themselves, a speech by Nation of Islam leader Lewis Farrakhan, a discussion on television talk shows, an interview with speechwriter Peggy Noonan or a call-in program about the health care crisis. Students can also watch segments from the gay rights march on Washington or view Operation Rescue's protest of gays in the military and realize that the essence of free speech lies in one's ability to understand and respect the ideas of others. Helping students to expand their world views, to open themselves to the ideas of others and to join the ongoing conversation may indeed be among the most important skills we can give our students in preparing for the 21st century.

C-SPAN Video: Moving Beyond the Text

John Sullivan,
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University of Virginia,
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Well over 100 C-SPAN tapes line the wall of my office, each selected for a specific purpose at a particular time. Some have found a regular place in my classes; a few have provided material for C-SPAN workshops. Some see double duty; others represent a good idea with no place to go. One thing is certain: C-SPAN has affected the way I teach.

The illustrations which follow are just that. While they are discipline specific, the methods they reveal are not. Neither are the tapes described necessarily best-case examples. Looking for the best example, rather than one that just works, often means using no example at all. For the most part I have come to use C-SPAN programming to make abstractions concrete, to provoke discussion and to update textual materials.

The first C-SPAN clip I ever used in class was from a speech by New York Governor Mario Cuomo (D) at the University of Maryland. The course was called "Rhetoric and Democracy" and was premised on the notion that in different periods of our history Americans developed preferred modes of arguing. The sanctioned mode of discourse suggested both a conception of participatory democracy and revealed a view of what speakers thought about an audience's ability to understand and act on issues and on what basis. For example, after having read the Lincoln-Douglas debates, the students used Lincoln's lyceum speech on the perpetuation of democratic institutions as a point of departure to explore the intersection between arguments from genus and the paranoid style in the clashes for the Senate seat in Illinois. Taught in modules, the last unit of the course was designed to raise questions about the role of media in contemporary political discourse. The Cuomo clip, a response to a question about the quality of campaign rhetoric, was available simply because I had gathered half a dozen of his speeches for another project. In it, Gov. Cuomo condemned what he called the "pretty face" tendency in modern politics. Knowledge and toughness, he asserted, not good looks and good feelings, were necessary for a leader. I had initially made notes of what he said and planned to use them as an example in a lecture. For some reason I opted to use the response on video instead. The effect on the class was unexpected, and several things happened. Students, who normally seemed to act like reporters writing down what I said, became engaged in discussion. The classroom dynamic changed; Gov. Cuomo was the authority, and my role shifted to that of a moderator for one of the better class discussions of the whole semester. I thought the tape and discussion would take about 15 to 20 minutes. It took up most of the 50-minute period.

I learned a number of lessons from the Cuomo experiment. Students see things in tapes and react to them differently than they do lectures or assigned readings. It also was apparent that using video required a change in my own attitude: The tape forced me to ask if my lectures were as engaging as the selected tape. Cuomo is now back on the shelf waiting to be called forth in the next campaign. His time may have passed by then, but his tape taught me an important lesson about teaching.

Some tapes have a longer shelf life than Cuomo's. I still use a clip from a 1988 C-SPAN call-in show featuring Republican consultant Doug Bailey discussing negative campaign commercials in various state gubernatorial races. The clips are interesting and his definition of the form

Videotape Library Management

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Cedar Falls, Iowa

Television can be a wonderful pedagogical tool: It can be used for illustrating examples, to stimulate discussion and for student assignments.

But in order to use television in the classroom, one has to have the tapes in hand. As one who has amassed a personal library of over 300 videotapes, I want to share some tips on managing your own tape library:

1. As you begin to build your collection of tapes, develop a logging system which will allow you to locate the clips or tapes you want to use in your classes. In my library, each tape is numbered consecutively and documented in a three-ring binder. I have a separate sheet of paper for each tape on which I note the start time, source and a brief description of the piece. A typical entry includes the following information:

Tape #33

00:00	C-SPAN	Linda Ellerbee speech
31:00	C-SPAN	Ellerbee comments on feminism
45:25	C-SPAN	Ken Burns
1:01:26	C-SPAN	Burns on the importance of history on TV

I also note locations of short clips I may use in class for illustrative purposes. For example, I have used the entire Ken Burns speech in my television criticism course,

thought provoking. In the elections which have followed I have simply added spots. Without the kind of coverage C-SPAN provides of state and major local races, that would not be possible. I have also added clips from the Riordan-Woo race for the mayor of Los Angeles. Enough examples are now available for students to begin to discuss the generic qualities of such ads.

In the spring of 1993, I taught a course called "Rhetoric, Community and the Usable Past" for the first time. There C-SPAN tapes also played a role. I wanted the students to see what the course was about, to get a feel for how the terms in its title interacted, before we began exploring the concepts in a more systematic fashion. I knew that tapes, properly selected, could engage students in a way that texts often fail to do. I set aside the first week of class to view clips, come up with operational definitions of key terms and raise questions about how the past might be used in contemporary argument. I chose three tapes to use: an exchange between Speaker of the House Tom Foley (D-Wash.) and Rep. Henry Hyde (R-Ill.) over flag burning; portions of a recent speech by Justice Anthony Kennedy before the American Bar Association; and presidential candidate Bill Clinton's "Man from Hope" film from the Democratic National Convention. Any number of tapes could have worked just as well.

The Foley-Hyde exchange illustrated one of the ways the past is called forth to set perspective on a present problem. Both speakers relied on a similar canon: Its use revealed the difference in points of view. It also made apparent how inaccessible the past was for some students. Reference to Flanders Field or to the cathedral at Chartres lacked meaning for many of them. The tape also raised questions about cultural literacy and about control of the canon.

The Justice Kennedy clip consisted of two stories he told in order to show how narrative form shapes point of view. One of the stories was a legal folk tale, the other a recounting of a crucial closing statement in a Supreme Court civil rights case. That tape introduced the notion of verisimilitude and raised questions about culture types and stereotypes. It also suggested that the stories we tell ourselves in order to live may well fall into cultural patterns or genres.

The "Man from Hope" tape led to a discussion about how storytelling purposefully spotlights and shadows events in the past. History, in such instances, becomes as much a refraction of events as it does a reflection of them.

Time and again as we began to discuss the class texts, students returned to the tapes they had seen in the first week. The uses of C-SPAN materials are limited only by the

but only the excerpt noted above in my documentary course.

2. Decide right away which VCR you're going to use to log your tapes. That's because many VCR counters are not compatible. However, most new VCRs use real-time counters; that is, the numbers represent hours, minutes and seconds. I suggest you log your tapes using VCRs with real-time counters. Should you order tapes through the Public Affairs Video Archives at Purdue University, which I do quite often, those tapes will come with a time code already on the tape. I prefer to acquire an entire tape from the archives, such as a congressional hearing on TV violence, and then note using the tape's own time code where the short clips are which I might want to use in courses such as "Law and Policy" or "Mass Media and Society."

3. Whenever you use a videotape in class, indicate in your lecture notes the segments you used for that session. That way, when you teach that particular course again, you can quickly locate the videotape you used before and decide whether or not you want to use that tape again.

4. Finally, find a place to store the videotapes. I am fortunate to have a climate-controlled basement where I store my library; that way my tapes are secure and I do not have to worry about family members taping Saturday cartoons or exercise shows over my materials.

imagination of the instructor. Even without videotape editing skills, materials can be made to work. It takes time and for some of us courage, but the effort is worth it. Whether you tape off air, rely on the Public Affairs Video Archives at Purdue University or both, C-SPAN takes you beyond the assigned texts to what the students believe is the real world.

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CRITICAL THINKING
Using C-SPAN to Teach Critical Thinking in the College Classroom

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There is a plethora of discussion regarding the importance of critical thinking in the college classroom. Claims are made that students do not read, do not listen and do not think. There is some evidence that this is, indeed, so.

Critical thinking is defined in this article as having good reasons, based on sound evidence, to warrant the conclusions at which a student arrives. How then is this taught, and through which methods, are questions that are often asked but are difficult to answer.

Thus, this article attempts to identify one way in which C-SPAN video can be used to teach critical thinking in the college classroom. An example is given in an attempt to illustrate the process.

One point that needs to be made early is that critical thinking cannot and should not be taught in a conceptual vacuum. There is no such thing as critical thinking absent an intellectual foundation.

Critical thinking only occurs when the learner is thinking about subject matter. For example, I have frequently asked students in my history classes if the assertion that the presence of "peace and prosperity" determines the outcomes of presidential elections in the United States is warranted. I then ask my students to test the above assertion by having them identify the major recessions, panics and depressions in American history. When I make this request, I usually draw blank stares to the request. My students realize that if they do not know United States history then they cannot test the assertion.

After they discover that in 1819, 1837, 1857, 1873, 1893, 1907, 1933 and 1982 there were serious panics, recessions and/or depressions, they begin to understand one way to test the assertion. They also discover that even the above knowledge is incomplete. Then they study the effects of wars on presidential elections. After searching, they come up with the War of 1812, the War with Mexico from 1846 to 1848, the Civil War from 1861 to 1865, the Spanish American War of 1898, World War I from 1914 to 1918, World War II from 1941 to 1945, and I also ask students to examine the conflicts in Korea, Vietnam and the Persian Gulf. They then study the effects of the above. Again, students realize that if they are without knowledge of the historical record they have no basis on which to even begin to test where both a war and economic decline were present.

Consequently, the thesis of this article is that within the context of understanding a discipline, students can learn to critically think about a subject through using C-SPAN in the classroom. The fact that C-SPAN is "long-form" television and attempts to present balanced points of view provides instructors with a myriad of instructional possibilities. There are both verbal and visual examples as teaching possibilities for classroom use. The following example should help illustrate the above thesis.

An Example

The following illustrates the use of a segment of videotape to study an argument. The example also has aided students in following a question to see if it is answered. In the 1988 presidential debate held on September 25, 1988, John Mashek of the *Atlanta Journal & Constitution* asked the governor of Massachusetts and the Democratic nominee, Michael Dukakis, the following question: "Gov. Dukakis, another troublesome issue for voters this year is the bulging

federal deficit. In a Dukakis administration you say taxes will be raised only as a last resort. Would you identify for us then, please, three specific programs that you are willing to cut to bring that deficit down?"

At this point, I usually stop the tape and ask students to repeat the question that was asked. Then we listen to Gov. Dukakis' answer and compare it to the question. Gov. Dukakis' answer was as follows:

"Yes, I have been very specific about this, John, and let me lay out for you my own strategy for bringing that deficit down. Because as a chief executive who has balanced 10 budgets in a row, I have had to make those tough decisions and tough choices. First, I have suggested that there are certain weapon systems which we don't need and can't afford. Mr. Bush has been critical of me for that, but I think those are the kinds of tough choices you have to make. I also suggested that there are weapon systems that we should proceed on and I have outlined those in detail.

"Secondly, we have got to invest in economic growth in this country, building that kind of growth expands revenue and helps bring down the deficit.

"Thirdly, we have to bring interest rates down. We will as we come up with a good solid plan with the Congress to bring those deficits down.

"Finally, we have got to go out there and collect billions of dollars in taxes owed that are not being paid in this country. It is very unfair to the average taxpayer who pays his taxes and pays them on time to permit these monies to go uncollected. I have also suggested that on the domestic side we can make some cuts. We ought to be able to come up with an agricultural policy in this country that gives our farm families a fair price, a decent future, without spending 20 to 25 million dollars a year, which we have been doing during this administration. We can help people to live better lives and at the same time save money by helping hundreds of families on welfare get off of welfare and become productive citizens.

"The thing I don't understand about Mr. Bush's approach is how he could possibly be serious about bringing the deficit down given what he says he wants to do. He wants to spend a great deal of money on every weapon system. He says he is against new taxes, but he has broken that pledge at least three times in the last year. He wants to give the wealthiest taxpayers in this country a five-year, 40-billion-dollar tax break. He also wants to spend a lot of money on additional programs. If he keeps this up, he is going to be the 'Joe Isuzu' of American politics.

"But, I will say this, if he is serious about what he is saying, then the only way he can balance that budget is to raid the social security trust fund. He tried in 1985, and I think he is going to try it again."

I then ask my students to compare Gov. Dukakis' answer to the question that Mr. Mashek asked. I also ask them to identify the Dukakis attempt to reorient the question by mentioning "tough" three times. The students often speculate that Dukakis wanted to talk about the "tough choices" that he had to make as governor of Massachusetts. By reorienting, he tried to identify a difference between his background and that of Vice President Bush who Dukakis was suggesting had not make the tough choices that he presumably had to make.

After Dukakis addressed the question, he then moved into an "argumentum ad hominem" attack where he cited the mistakes of the Reagan administration and Bush himself. I then have my students identify the "sound bite" that Dukakis used when he referred to Joe Isuzu and we discuss the origin of that sound bite. I sometimes ask students to secure copies of the nightly news from the Vanderbilt Archives or other sources so they can see if the sound bite was used on the various network news reports.

Studying then Vice President Bush's response to the same question and to Dukakis' answer is also instructive. Debate moderator Jim Lehrer informed Bush that "You have a minute to rebut" and his response follows:

"Is this the time to unleash our one-liners? That answer was about as clear as Boston Harbor.

"Now, let me help the governor. There are so many things there that I do not know quite where to begin. When you cut capital gains, you put people to work. John

Kennedy proposed cutting capital gains. Paul Tsongas, a liberal senator from Massachusetts, said the dumbest thing I did was to oppose the capital gains cut. It is not going to cost the government money. It is going to increase revenues to the federal government and it is going to create jobs. So that is one of the things that I think makes a big difference between us. Massachusetts does not have an enormous defense budget but neverth. less the governor raised taxes five different times. That happens to be a fact. And let's kind of stay on the issue. I have made a specific proposal for what I call a 'flexible freeze,' and it permits, economists on the West Coast and East Coast say it permits the president to sort out the priorities. We continue to grow because I will not raise taxes."

I then ask students to identify whether Bush answered the original question, rebutted Dukakis or both. Bush said he wanted to stay on the issue so I ask students whether that was being done and if not, what might have been done about it. Bush also said that if he becomes president he would not raise taxes, and since an evidentiary record has now been established regarding his presidency, I ask students to compare the pledge with the actuality. Those students who examined the actual newscasts after the September 25, 1988, debate are encouraged to study whether Bush's one-liner was used along with Dukakis' one-liner, used alone or not at all. I ask them what else was reported about the debate and where it was placed in the reports.

Summary

The above example illustrates one way in which videotape can be used to help students think about what is being said and done. Students learn the following from the above:

1. They identify whether the question was answered or not. If the question was not answered, then they identify the candidates' strategies in avoiding the question.
2. They identify the debate strategies that candidates use.
3. They identify and illustrate the use of "sound bites" in televised political debates.
4. They identify how candidates and other debaters redirect questions in order to get their messages out.
5. Additional and more thought-provoking questions that could be addressed are: What should debates be for? What are the elements of a good argument? What is evidence? Is the above an example of an effective political process? What forums could be used to improve the political process?

Questions about the effect of the visual portrayal of the debate are also instructive: How does the televising of this debate compare with the televising of the Nixon and Kennedy debates in 1960? If changes have been made in the televising of debates since 1960, then why have they been made? What were the rules regarding the televising of the 1988 debates? Why were the rules made? Were the rules followed?

There are a number of additional uses of other videotapes. The illustration above is but one three-minute excerpt. The 1991 Judge Clarence Thomas and Robert Gates confirmation hearings are recent examples of the wealth of visual and verbal examples for students to think about television and its political applications. Studying the tapes teaches much about the political process.

Thus, recording C-SPAN off-air provides daily possibilities for teaching critical thinking. In addition, the Public Affairs Video Archives at Purdue University contains C-SPAN's record of past programming which is available to professors for teaching and research.

About the C-SPAN Television Networks

THE C-SPAN NETWORKS

In 1979, the cable television industry created C-SPAN to provide live, gavel-to-gavel coverage of the U.S. House of Representatives. Today, thanks to technology and a cable industry commitment to public service, C-SPAN has grown into four unique networks, all of which can be used to make government and public affairs come alive in the classroom: C-SPAN, C-SPAN 2, C-SPAN Audio 1 and C-SPAN Audio 2. Combined, these networks offer diverse public affairs programming to more than 59 million cable households, 24 hours a day.

Because of the network's ongoing commitment to enable viewers to judge current issues for themselves, C-SPAN's public affairs programming is a powerful tool for use in college classrooms and academic research.

C-SPAN

C-SPAN's commitment is to cablecast the U.S. House of Representatives, live and gavel to gavel, whenever it is in session. However, sessions of the U.S. House make up less than 15 percent of the network's programming. C-SPAN also provides a number of regularly scheduled programs (see "An Overview of Regularly Scheduled Programs," below), as well as White House press briefings, university and political party forums, newsmaker speeches, international conferences and other important public affairs events at home and abroad.

C-SPAN 2

C-SPAN's companion network, C-SPAN 2, was created in 1986 to cablecast the live sessions of the U.S. Senate in their entirety. With C-SPAN 2, viewers can witness two of their state's most recognizable politicians debating critical issues such as international treaties and nominations to the Cabinet and the Supreme Court.

When the Senate is not in session, C-SPAN 2 provides cable subscribers with even more public affairs programming, including timely congressional hearings, speeches, election coverage and political conferences.

C-SPAN Audio 1

The C-SPAN Audio Networks were created in 1989 to complement the other C-SPAN networks by providing a global perspective on public affairs, news and cultural events. C-SPAN Audio 1 is a blend of international, English-language news programs from China, Cuba, Japan, Germany, France, Canada, Korea, Austria, Israel and Sweden, as well as the Voice of America. (Programs subject to change.)

This network also offers special historical programs produced from archival recordings, including memorable speeches.

"C-SPAN's Weekly Radio Journal"

Produced by the C-SPAN Audio Networks, this hour-long radio program offers its listeners a balanced synopsis of C-SPAN programming from the preceding week. In addition to airing on approximately 70 public and commercial radio stations nationwide, "C-SPAN's Weekly Radio Journal" can be heard every Monday at noon ET/9 am PT on C-SPAN Audio 1.

C-SPAN Audio 2

C-SPAN Audio 2 airs the BBC World Service live, 24 hours a day from London. The British Broadcasting Corporation offers news, music programs, entertainment and cultural information.

AN OVERVIEW OF REGULARLY SCHEDULED PROGRAMS

C-SPAN's regularly scheduled programs, some of which are described here, can be used in the classroom and in research across a wide range of disciplines.

"C-SPAN Classroom"

A new weekly video series prepared especially for classroom use, "C-SPAN Classroom" is designed to provide, over the course of the school year, a comprehensive overview of how the U.S. government works. Although created for use in a high school setting, college-level educators may also find this program useful in providing students with a basic understanding of the government and policy process.

Each weekly 15-minute segment features an informational vignette on one facet of the U.S. government. In addition, the program supplies information to help teachers optimize their classroom use of C-SPAN, including highlights of other network programs that can be used to teach about the week's theme, a look ahead at programs scheduled for the following week and comments from educators on using C-SPAN as a teaching resource.

"C-SPAN Classroom" premieres in September 1993 and airs at the following times:

Mondays on C-SPAN at 6:30 am ET/3:30 am PT

Sundays on C-SPAN 2 at 5 pm ET/2 pm PT

Viewer Call-in Programs

C-SPAN opens the phone lines three hours a day to give cable viewers the opportunity to speak directly with legislators, policy-makers and journalists about important current issues.

Monday: "Events in the News" Viewer Call-in. Two journalists take viewers' calls about national issues in the news at 8 am ET/5 am PT.

Tuesday-Thursday: Guests, usually policy-makers and journalists, take questions from viewers at 8 am ET/ 5 am PT.

Friday: "Journalists' Roundtable" Viewer Call-in. Three journalists are on hand for a free-for-all discussion about the news of the week at 8 am ET/5 am PT.

Monday-Friday: Call-ins are held every weeknight with public policy experts and public policy-makers at 6:30 pm ET/3:30 pm PT.

"Booknotes"

The network's author-interview program provides in-depth conversations with writers and editors of recently published historical, political and public policy books.

Sundays at 8 pm and 11 pm ET/5 pm and 8 pm PT

Mondays at 6:55 am ET/3:55 am PT

"C-SPAN Sunday Journal"

This comprehensive video magazine surveys the week's public affairs issues and events and looks ahead at next week's public affairs agenda.

Sundays at 10 am ET/7 am PT

"Road to the White House '96"

A look ahead to the 1996 presidential election with coverage of possible Democratic, Republican and third-party candidates as they prepare for the '96 campaigns.

The first Sunday of each month at 9:30 pm ET/ 6:30 pm PT

"Event of the Day"

Whether it's the president speaking from the Rose Garden, a press conference from the Pentagon or State Department or a congressional hearing on a Supreme Court nominee, cable viewers can watch the day's top news story unfold, in its entirety, without commentary.

Weeknights at 8 pm ET/5 pm PT

Congressional Hearings

When Congress is in session, viewers have access to timely congressional hearings on important domestic and global concerns such as Cabinet nominations, international trade and the federal budget.

National Press Club

C-SPAN airs all National Press Club luncheon addresses, which are given by journalists and public policy leaders on a weekly basis.

Saturdays at 6 pm ET/3 pm PT

British House of Commons Question Time

Britain's prime minister responds to questions from members of his own party and the opposition during the House of Commons Question Time. During weeks when the House of Commons is not in session, C-SPAN airs other public affairs programming from Britain.

Sundays at 9 pm and 12 am ET/6 pm and 9 pm PT

"America & the Courts"

For over seven years, this weekly program has provided insight into the workings of the federal judiciary. In 1990, C-SPAN became the first network to provide live footage of a federal court proceeding with its coverage of the U.S. Court of Military Appeals. C-SPAN's court coverage also includes interviews with leading legal experts, as well as

speeches and appearances by Supreme Court justices. During weeks that the Supreme Court hears oral arguments, this program offers a retrospective on the issues and personalities behind key cases.

Saturdays at 7 pm ET/4 pm PT

The Close Up Foundation

High school students, educators and senior Americans discuss current issues with the nation's leaders through Close Up. Several types of Close Up programs air on the C-SPAN networks:

Close Up America Teleconference

Every other Monday on C-SPAN at 5 pm ET/2 pm PT

Fridays on C-SPAN 2 at 8 pm ET/5 pm PT

Current Issues

Saturdays on C-SPAN at 10 am ET/7 am PT

Sundays on C-SPAN 2 at 5:30 pm ET/2:30 pm PT

Forum

Saturdays on C-SPAN at 10:30 am ET/7:30 am PT

Sundays on C-SPAN 2 at 6 pm ET/3 pm PT

"American Profile" Interviews

Every national holiday, C-SPAN airs in-depth interviews with public officials as well as opinion and business leaders. Call the Schedule Hotline in advance of the holiday for more information.

International Programs

Viewers can see how governments around the world operate with C-SPAN's international programming. The network has aired legislatures from Japan, Britain, Poland, Israel, the former Soviet Union, Germany, Canada, Argentina, Australia, France, Hungary, Ireland and Mexico, as well as the European Parliament. The programs air periodically on the network.

HOW TO OBTAIN THE PROGRAM SCHEDULE

Although a generic schedule grid for regularly scheduled programs is provided in this guide, many events are scheduled daily. Methods for determining program content and air times are listed below.

Schedule Hotline

Call (202) 628-2205 for the latest C-SPAN and C-SPAN 2 schedule information, available 24 hours a day. Using a touch-tone phone, you may select from the following menu:

1 Today's C-SPAN schedule
2 Today's C-SPAN 2 schedule
3 Tomorrow's C-SPAN schedule
4 Events C-SPAN will cover
5 Long-range schedule information

On-Air Schedule Updates

C-SPAN provides program updates on the network throughout each day at the following times:

Weekdays at 7:55 am, 6:25 pm, 7:55 pm ET/
4:55 am, 3:25 pm, 4:55 pm PT

Saturdays at 7:55 am, 6:55 pm ET/4:55 am,
3:55 pm PT

Sundays at 7:55 am, 7:55 pm ET/
4:55 am, 4:55 pm PT

Regular On-Screen Messages

At quarter after and quarter before each hour, C-SPAN and C-SPAN 2 display schedule information at the bottom of the television screen.

Newspaper Listings

USA Today, *The New York Times* and *The Washington Post's National Weekly Edition* carry limited C-SPAN schedule information.

VIEWING TIPS

- Events covered each day by network cameras will generally air on C-SPAN or C-SPAN 2 that same evening or within the next 24 hours.
- Most programs air at least three times on either C-SPAN or C-SPAN 2 within a week of the date the

event was recorded. The three to six air times usually are distributed between both C-SPAN and C-SPAN 2.

- Selected programs re-air on weekends. Weekend programs will not re-air during the following week. By Friday afternoon, a weekend schedule overview is available via the Schedule Hotline, and specific weekend times are determined by 8 pm ET/5 pm PT the prior evening.
- If you miss a program that you wanted to tape for educational purposes, you may purchase a copy of the tape from the Public Affairs Video Archives at Purdue University. See page 17 for more information on obtaining tapes of C-SPAN programming.

C-SPAN IN THE CLASSROOM MEMBERSHIP

C-SPAN in the Classroom is the network's free membership service for college and high school educators. Over 4,000 professors have joined C-SPAN in the Classroom at the college level and are entitled to the following benefits:

- The Educators' Hotline, (800) 523-7586: C-SPAN in the Classroom encourages members to stay in touch through this toll-free number reserved solely for educators. By calling the hotline, educators can receive information about any of the services described below, as well as updates about the network's programming.
- Twice-yearly issues of "C-SPAN Networks: Professors' Guide": This is the first issue of the network's new guide for professors, which is intended to serve as a communication vehicle between college-level members who use the network's programming in the classroom or for academic research. The next issue will be mailed to C-SPAN in the Classroom members in February 1994 and offer new ideas from your colleagues at colleges and universities across the country. Feel free to submit your own ideas for possible use in an upcoming issue.
- The right to tape any C-SPAN-produced program for educational use: The network encourages educators and degree-granting educational institutions to tape the network's programs for educational use. No prior permission from the network is required as long as taping is for school use, not for commercial sale or political purposes. This liberal copyright policy allows teachers to air the network live, record programs at school or home, assign students to watch a program or create their own videotapes for classroom use. In addition, taped C-SPAN programs may be retained in perpetuity for future school use. There is no fee for using C-SPAN as a teaching resource according to these criteria.
- Seminars for Professors: C-SPAN in the Classroom hosts two-day seminars for college-level educators who are interested in using the network's programming to enhance classroom learning. Applications to attend the seminars are mailed to C-SPAN in the Classroom members twice each year. You may also contact the network on the Educators' Hotline to request an application.

Three seminars are currently scheduled for 1994. Invited attendees will spend two days in Washington, D.C., learning effective methods of integrating the network's programming into coursework, participating in sessions designed to demonstrate and evoke a wide variety of applications and meeting with network managers who will address issues related to classroom use of the network's telecasts, such as copyrights, videotape editing and obtaining information on programming.

Applications are encouraged from professors from two- and four-year colleges and universities who have never attended a C-SPAN Seminar for Professors and are interested in learning about the network's potential classroom use. The seminar's interdisciplinary format will be of particular interest to professors of political science, mass communication, journalism and speech communication; however, instructors of all disciplines are invited to apply.

- Faculty development grants: For the third consecutive academic year, the network will award faculty develop-

ment grants redeemable for $500 worth of videotapes of the network's programming from the Public Affairs Video Archives at Purdue University. These grants are awarded to college and university professors who submit creative proposals for using the network's programming in the classroom or in research projects.

Since the program's inception, C-SPAN has awarded faculty development grants to instructors of political science, speech communication, journalism, public administration, law, business and other disciplines.

To apply, send a 500-750 word description of the project in which you plan to use the network's programming and a curriculum vitae to Joanne Wheeler, manager of Education and Marketing Services, 400 North Capitol St., NW, Suite 650, Washington, D.C. 20001. Proposals will be reviewed and grants awarded on a rolling basis throughout the school year.

THE PUBLIC AFFAIRS VIDEO ARCHIVES AT PURDUE UNIVERSITY

Over the last six years, the Public Affairs Video Archives at Purdue University has videotaped, indexed and archived all programming cablecast on both C-SPAN and C-SPAN 2, operating independently but with the full support and cooperation of C-SPAN. The archives makes affordable videotapes of these programs available for purchase by educators.

The following features make it easy to find out about archives' holdings, choose and obtain the right tapes for classroom use and discover research possibilities:

- Toll-free phone number, (800) 423-9630: This 800 number is an easy way to contact the archives about program availability and cost, as well as any of the services discussed here.
- Videotapes for purchase: Any professor can purchase videotapes at affordable prices. Call the archives for information on pricing.
- The Academic Consortium: Members of the archives' Academic Consortium can borrow tapes and are eligible for discounts on purchases. In addition, members receive monthly program updates via electronic mail or fax and will soon have access to the archives' comprehensive on-line database.
- Electronic mail and topic searches: All of the archives' staff are connected to the Internet and can respond electronically to inquiries about holdings. Electronic searches can generate program listings for individuals, committees, countries, key words or event sponsors.
- CD-ROM technology: The archives' new CD-ROM, the "Public Affairs Chronicle," is ideal for library use: It contains a complete program index for 1991, full abstracts of all programs, complete full-text transcripts of 8,700 public affairs events and software designed especially for teaching and research. CD-ROMs for subsequent years will be available soon.
- Special catalog supplements: Throughout the year, the archives publishes catalogs describing programs that are available in the fields of legislative studies, communications and other topics.
- Compilation tapes: Every year, the archives creates compilation tapes that contain excerpts of longer C-SPAN programs. The following compilation tapes are among those that are available: How a Bill Becomes a Law: The Clean Air Act; American Government Highlights; Gulf War Debate; Campaign Commercials; 1992 Campaign Classics; and Democratic and Republican Convention Highlights.
- Public affairs transcripts: Transcripts obtained from an independent transcription service are available for some C-SPAN programs.
- Research conferences: Educators from communications and political science came to Purdue University in November 1992 for the archives' first research conference. Another 30 educators attended the first summer institute, "Researching the Modern Congress" in late June 1993. Other conferences are being planned for the future.

PUBLICATIONS FOR PURCHASE

C-SPAN publishes and distributes a number of publications that provide context to the programs airing on the network and which can be used as supplemental texts in many disciplines. The following is a partial list of these publications:

Gavel to Gavel

This guide to the proceedings of the House and Senate is specifically geared to watching Congress on C-SPAN. (On C-SPAN, the U.S. House of Representatives airs gavel to gavel when in session; on C-SPAN 2, the U.S. Senate airs gavel to gavel.) Price: $6.95, including shipping and handling. To order, send a check or money order to C-SPAN Publications, 1616 Main Street, Lynchburg, VA 24504-1913. For credit card orders, call 1-800-523-3174.

Justice for All

A guide to the federal judiciary, this booklet contains a brief history of the Supreme Court of the United States, including landmark decisions, details of the confirmation process, a roster of justices and a glossary of legal terms. (C-SPAN's weekly series on the federal judiciary, "America & the Courts," airs every Saturday at 7 pm ET/4 pm PT.) Price: $5.95, including shipping and handling. To order, send a check or money order to C-SPAN Viewer Services, 400 North Capitol St., NW, Suite 650, Washington, D.C. 20001.

Commons Sense

This booklet is a C-SPAN viewer's guide to the British House of Commons and includes a glossary of terms and an overview of Parliament. (The House of Commons Question Time with the prime minister airs on C-SPAN every Sunday at 9 pm ET/6 pm PT.) Price: $5.95, including shipping and handling. To order, send a check or money order to C-SPAN Viewer Services, 400 North Capitol St., NW, Suite 650, Washington, D.C. 20001.

Bulk orders of these publications are available. In addition, the "U.S. Congress Handbook," a guide to the members of the U.S. House of Representatives, U.S. Senate and administration officials, is also sold during a brief period each year. For information, call C-SPAN Viewer Services weekdays between 8 am and 6 pm ET/5 am and 3 pm PT. Prices are subject to change.

TRANSCRIPT SALES

Written transcripts of selected C-SPAN programs, including some National Press Club luncheon speeches and "American Profile" and "Booknotes" interviews, are available for purchase. Announcements that transcripts are available are made during the program's closing credits.

When transcripts are offered, you can purchase a copy by writing to C-SPAN Transcripts, c/o TapeWriter Inc., P.O. Box 885, Lincolnshire, IL 60069.

C-SPAN

C-SPAN airs programs 24 hours a day. Programming and air times are subject to change due to C-SPAN's commitment to the gavel-to-gavel proceedings of Congress. Call the Viewer Hotline at 202-628-2205 for updates. On-air schedule updates: Weekdays 7:55am 6:25pm 7:55pm; Saturdays 7:55am 6:55pm; Sundays 7:55am 7:55pm*

** Please note all times are Eastern*

ET	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6 AM	Public Affairs Programming	Public Affairs Programming C-SPAN Classroom	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming
7 AM		Booknotes (re-air)	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow
8 AM		Events in the News Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Journalists' Roundtable Viewer Call-in (live)	Viewer Call-in
9 AM		Congressional Hearing or Public Affairs Address	Congressional Hearing or Public Affairs Address			Public Affairs Programming	Public Affairs Programming
10 AM	C-SPAN Sunday Journal						Close Up on C-SPAN
11 AM							
12 N	C-SPAN Sunday Journal						
1 PM		U.S. House of Representatives (live)* **Times subject to change daily*	U.S. House of Representatives (live)* **Times subject to change daily*	U.S. House of Representatives (live)* **Times subject to change daily*	U.S. House of Representatives (live)* **Times subject to change daily*	U.S. House of Representatives (live)* **Times subject to change daily*	Public Affairs Programming
2 PM	Public Affairs Programming						
3 PM							
4 PM							
5 PM		Close Up on C-SPAN					President's Radio Address
6 PM		Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	Evening News from Moscow	National Press Club Speeches
7 PM		Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	Viewer Call-in (live)	America & the Courts
8 PM	Booknotes	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	Event of the Day (a major event covered on this day by C-SPAN cameras)	
9 PM	British Politics: Question Time						Journalists' Roundtable Viewer Call-in
10 PM	Public Affairs Programming Road to the White House '96' **1st Sunday of each month*						
11 PM	Booknotes (re-air)						Public Affairs Programming
12 M	British Politics: Question Time						
1 AM	Public Affairs Programming Road to the White House '96' **1st Sunday of each month*	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	Public Affairs Programming	
2 AM	Public Affairs Programming						

Regularly scheduled programming

Notes...

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